



**TESL.527: Cultural Issues in the ESL/EFL Classroom
Syllabus, Spring, 2007**

Instructor: Prof. Brock Brady

Dates: Jan. 18 - May 9

Day and Time: Thursday, 5:30- 8:00 Room: tba

Office Hours: Monday-Friday, 10:00 AM-5:00 PM, BY APPOINTMENT

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GOALS

By the end of the course students will be able to--

- to identify potential cultural elements in interactions and analyze such interactions to better confirm the identification. Students will then be able to devise classroom responses to issues raised by these cultural elements.
- identify and meaningfully highlight both the linguistic and literacy elements found in lessons.
- explain and model effective scaffolding techniques.
- describe their student’s target discourse for using English, and respond through classroom practices to the cultural issues that both they as teachers and their students bring to their interactions.
- explain how cultural issues affect student learning by using language accessible to a variety of stakeholders.

TEXTS

Required Texts:

Gee, James, Paul (2004), *Situated Language and Learning: A critique of traditional schooling*, London: Routledge

Gee, James, Paul (1996), *Social Linguistics and Literacies: Ideologies in Discourses*, 2nd ed., Bristol, PA, Falmer

Scollon and Scollon (2001), *Intercultural Communication*. 2nd ed., Cambridge MA: Blackwell

E-reserves: See “Course Documents” page on the course Blackboard site. NOTE: because the e-reserves are extensive, they may be posted in two parts, with the 2nd set of readings being posted during Spring break. This means that the articles which comprise the first half of the readings will not be available on e-reserves after Spring break.

--there may be additional readings, but they will be provided by your instructor.

Evaluation:

Classroom Participation (includes advance reading for course premises and assignment structures and guidelines).....	10%
Content/Application/(Interactional) Process (C.A.P.) assignments: 4 ✓, + assignments.....	32%
First Project (scored on a 0-10 basis).....	25%
Second Project (scored on a 0-10 basis).....	33%

Assignment Descriptions:

I. C.A.P. (Content, Application, and (Interactive) Process) assignments -- C.A.P. assignments will constitute 32% of your grade.

[FUNCTION: TO CONSOLIDATE KNOWLEDGE AND DEVELOP EXPLICIT APPLICATIONS OF THAT KNOWLEDGE, AND TO REFLECT ON THE SOCIAL DIMENSION OF LEARNING]

There will be four C.A.P. assignments—one completed during each of the following weeks:

- Friday 1/26-Thursdays (before class) 2/1
- Friday 2/23-Thursdays (before class) 3/1
- Friday 3/23-Thursdays (before class) 4/5
- Friday 4/27 -Thursdays (before class) 5/3

C.A.P. assignments will be related to all assigned readings and class activities from the last C.A.P. assignment until the class prior to the C.A.P activity week.

For C.A.P. assignments you will work in groups of ~ four. You can structure your collaboration in anyway you wish. You can meet face to face or you can use your respective Blackboard “Group” pages, or some combination of the two. You can brainstorm as a group and then assign a member/members to write up parts of the assignment, or you can work individually and then pass the assignments back to other group members for feedback and editing advice, or some combination of both.

C.A.P. assignments are evaluated in a low stakes manner, as I believe having the experience is sufficiently worthwhile that I intentionally deemphasize scoring. Therefore all C.A.P. assignments turned in will receive a check, and some assignments that respond very well to the assignment may receive at plus. Note that when I calculate your scores, any check assignment will be scored as 9 points and any plus assignment will be scored as 10 points to no one is penalized if they do their best but are a little off target.

C.A.P. Assignments have three components:

CONTENT Component: There will be two types of Content Activities

- (a) Respond to a selection of questions related to the content of what has been studied in the previous weeks. Out of the questions provided, each group must respond to five. Answers will typically be of a paragraph in length (exceptionally two short paragraphs).
- (b) Carry out a task designed to revisit and reinforce content knowledge

APPLICATION Component: Thinking about what we have covered in our previous classes and assignments, what are three specific ways that you could apply what you’ve learned in our class directly to your classroom settings? These applications could include (1) ways of determining student needs (and define the student audience you would be teaching, then suggest what the needs of this particular audience might likely be), (2) principles for making teaching decisions and how you would apply them in sample activities, and (3) activities you could include in lessons based on what you learned. Be sure and give at least a couple of specific examples for each application, so I can know that you CAN apply the principles to specific situations. I would imagine you would need one or two paragraphs for each application suggestion (note: if you have a grand brainstorm that would need more space to develop, check with me and I might let you do one significant application in lieu of three more limited ones).

(INTERACTIVE) PROCESS Component: Here I want you to describe how your group worked together to complete this assignment. Basically, I want to learn how you decided your division of labor, whether you think that this division of labor was effective, how you negotiated to make decisions (either in terms to what to do, how to do it, or in responding to feedback) giving examples of some of your trickier decisions, and what you learned that you might not have learned if you hadn't been working collaboratively. I would expect this to be two to three paragraphs in length and certainly not more than a page and a half.

Prompts:

1. How did you negotiate the outcomes for the different steps in the C.A.P. process, what communication processes/media did you use?
2. What were one or two of your harder decisions? How did you resolve them?
3. How did you divide the labor, and what was the rationale for this division?
4. What are at least two concepts/practices/insights you gained from working collaboratively?
5. Will you collaborate differently next time? Why?

II. PROJECTS 58%: 2 projects are required for the course. They are each worth 25% and 33% of your grade respectively.

First Project: Cultural Issues in Your Classroom (25): [FUNCTION: TO BECOME AN EXPERT ON THE CULTURAL ISSUES OF YOUR STUDENT AUDIENCE].

during the first week of class students will indicate to the instructor their preferred student audience (e.g., Adult Ed., EFL, Higher Ed, Elementary Ed), so that the instructor can add them to the appropriate Group Page (under Communication) on the course Blackboard site. The project is to draft a paper that describes your students' target discourse system and to identify cultural issues to respond to when teaching your student audience. Some elements of this "cultural issues for your classroom" project include (*among others—see Project Checklist*):

- Describing your student audience
- Describing their target discourse (where they will use English to whom for what)
- Describing cultural issues for your audience
- Describing cultural issues for you, as their teacher
- Describing cultural issues for other stakeholders (parents, administrators, employers)
- Describing how you will respond to these cultural issues in your classroom

Note: In the "File Sharing Folder" at the group page for your project team you will find documents from your instructor providing both guidance and references for your project.

To prepare for this project you will—

- Identify the student audience you will base your first project on (e.g., EFL, Adult Ed., K-12, etc.) by January 25th.
- Meet (either face to face (f2f) or electronically) with your instructor so that he can advise you on issues related to your student audience. This meeting should be completed by February 8th.
- Check in with the instructor on again, before March 1st, to review your progress and to discuss any major changes that might be considered before the paper is due.

The paper must be completed by Thursday, March 8th. It can be sent as an email attachment. The paper will be scored on a 0-10 basis.

Second Project (33%): Carry out one of the seven projects listed below:

1	2	3	4	5	6	7
Analyze a video game or educational TV program to discover its design principles and build 5 of the principles into classroom routines/practices shown in a lesson	Describe an educational discourse system and difficulties learners would have coming from it to <u>your</u> target discourse	Unpack a content standard or content course unit to highlight both language & literacy	Analyze a classroom culture and then create your own (ideal) classroom culture in its stead	Scaffold someone to engage in a skill or task. A “success rubric” is required: the skill must require practice; must require modeling	Observe a class using Cots and Diaz’s’s model to determine the power relationship and attitude towards the lesson knowledge an analysis of teacher talk provides	Design a 32 to 40 hour cultural/ language learning course syllabus for a specified learner audience w/ one fully developed lesson—U.S. FL, EFL, “visitor” ESL, and 1 st Gen. College ESOL are among options.

[FUNCTION: TO PROVIDE YOU WITH IN-DEPTH EXPERIENCE USING CULTURAL LEARNING APPROACHES IN YOUR CLASSROOM TEACHING].

Note: In the “File Sharing Folder” at the group page for your project team you will find documents from your instructor providing both guidance and references for your project.

To prepare for this project, students will:

- Indicate to the instructor their project choice so that the instructor can add them to the appropriate Group Page (under Communication) on the course Blackboard site. This must be done by February 8th
- Meet (either face to face (f2f) or electronically) with your instructor so that he can advise you on issues related to your project and suggest reference materials. This meeting should be completed by February 22th.
- Check in with the instructor on the progress of this project again, before April 19th, to review your progress and to discuss any major changes that might be considered before the paper is due.

The project must be completed prior to the penultimate class on April 26th. The paper will be scored on a 0-10 basis. The completed paper will also be posted on your group’s site so that others may read it if they choose.

NOTE ON BOTH PROJECTS: Having completed the minimal number of interactions with your instructor will be part of the scoring criteria for the projects.

Guidance for Structuring Class Projects

FIRST PROJECT--Additional Guidance for Describing your Target Discourse (*an element of your Cultural Issues in Your Classroom project*): I believe a mini analysis of the target discourse will help you think beyond the level of language/vocabulary. Your target discourse is where your learners will use English, who they will interact with when using English; how they will interact towards others when using English, and what values and beliefs are held by those they are interacting with. This description will employ the Scollon and Scollon model of discourse systems which is composed of four elements:

- (a) ideology (values and beliefs)
- (b) socialization processes (how we become members of the discourse)
- (c) forms of discourse (the talk and the walk we need to perform to be identified as members)
- (d) politeness systems (how we perceive and talk to discourse members in other roles)

Whenever possible, citations of the literature, class handouts, or lecture notes should be included. This is a research paper. I would expect you to devote at least a page to each of the component of discourse systems listed above. Parenthetical examples (one or two) for your assertions will be helpful and highly desired.

DO NOT focus on an particular real student audience. Instead describe a stereotypic representation of the target discourse for that student audience (e.g., generically, where do adult ed. students need to use English (and with

whom for what purpose), as opposed to say higher ed. students). The idea is that if you ever have to teach this kind of student audience you will have a general idea of what these kinds of student typically need to learn—at least until you can do a more complete needs analysis of your specific students.

Remember your Target Discourse is social context—the community where you learners will use (or are currently using) English. The point of this assignment is to help you visualize the full context of the setting where your learners use English so that your curriculum and lessons will not just teach language for language’s sake but teach them the kinds of language that they will need, along with the “other stuff” (conventions, non-verbal behaviors, dress and attributes), so that they can communicate successfully in that context/community.

✓When Completed	Checklist for the First Project: “Cultural Issues in <u>Your</u> Classroom”
	INTRODUCTION
	Discuss the notion of “Cultural Issues” in the Classroom and the benefit of this kind of analysis (1 paragraph)
	Describe your students (typical) backgrounds (age, education, language proficiency, etc., esp. the success that they have had to date in achieving their goals and participating in their target discourse
	DESCRIBING YOUR STUDENTS TARGET DISCOURSE
	<ul style="list-style-type: none"> The four elements of the target discourse you will analyze are briefly identified and their source cited The target discourse (where your learners will typically use English) is identified
	DESCRIBING VALUES AND BELIEFS
	<ul style="list-style-type: none"> Provide at least two paragraphs about key values and beliefs help by those in the discourse where learners will be using English
	DESCRIBE SOCIALIZATION PRACTICES (MAY BE LEARNER TRAINING)
	<ul style="list-style-type: none"> Indicate (briefly) how understanding this socialization process will help develop explicit counterpart practices in your teaching/lesson design
	DESCRIBE THE FORMS OF DISCOURSE FOR THE TARGET DISCOURSE
	Provide at least three paragraphs considering forms of discourse such as <ul style="list-style-type: none"> Examples of key target discourse specific <u>language</u> or <u>language</u> patterns Examples of conceptual conventions held by the target discourse Examples of behaviors engaged in by members of the target discourse
	DESCRIBE THE POLITENESS SYSTEM OF THE TARGET DISCOURSE
	Provide at least two paragraphs concerning- <ul style="list-style-type: none"> Key roles that people play in the target discourse The politeness systems in effect between those roles: <ul style="list-style-type: none"> Hierarchical (if so, how much power distance) or Egalitarian? Are relationships distance or close?
	Describe Cultural Issues you may experience in working with your learners or teaching the course
	Describe Culture Issues that your learners may encounter in both your classroom and in moving into the target discourse (think particularly about how mismatches between elements of the target discourse and their primary discourse systems
	Identify other stakeholders (e.g., parents, administrators, employers,) and describe Cultural Issues this class may cause for them
	Describe how you will respond to these cultural issues in your classroom

SECOND PROJECT DESCRIPTIONS/GUIDANCE

1. Analyze a video game or educational television program for children: determine the game/t.v. program’s learning design principles and then building five of the principles you’ve discovered into classroom practices or routines. Represent these practices/routines in an actual lesson. Your project will address most of the following elements; however they may be integrated in various ways (for example, learning principles could be related directly to content or formal elements are they are being described)

- Generally describe the game/t.v. program and its intended audience.
- Describe the goals of the game or t.v. program.
- Describe how one progresses; how knows one is making progress.
- Describe ways one can learn to participate.
- Describe how game/t.v. program keeps participants engaged.
- Describe relevant content elements (e.g., focus, patterns (includes routines), imagery, characters, story lines) and relevant formal elements (e.g., length, pacing, plan (close up or long range), scene shifts, register of language)
- Describe the learning principles the game/t.v. program employs.
- Select five of these learning principles and devise practices/routines to bring them into your classroom.

- Demonstrate these practices/routines in a lesson appropriate to your learners. The lesson should include all materials and enough of a lesson plan that an experienced teacher would be able to use the plan to teach the lesson. [Note: both the learning principles you choose and the practices you apply them with should be innovative, and not representative of traditional, conventional teaching practices.]

2. Describe an Educational Discourse System: Jin and Cortazzi describe Confucian notions of language learning, language classroom behaviors and teacher student relationships. Following their model, discuss another culture's educational discourse system for its notions on these subjects and compare them with Utilitarian Discourse System (or American classroom) educational discourse elements. Be sure to discuss difficulties that learners might have moving from their "home" educational discourse system to a U.S. educational discourse system (of comparable grade level) and how you would use this knowledge when teaching student from that culture.

- What culture of learning are you describing (e.g. which country)
- What are the features of classroom discourse in this culture, e.g.,
 - What processes, activities, procedures are typically used for learning?
- How is knowledge demonstrated?
- What is the teacher's role and his/her duties?
- What is the student's role and his/her duties?
- Describe the student-teacher politeness system
- What are notions about language learning? (e.g., what does the culture believe are the typical elements of language learning and how do they relate to one another; how does one practice language)
- What influence does traditional culture have on classroom discourse? In other words, how might specific classroom conventions reflect elements of the culture over all (e.g., students speak freely in class and don't hesitate to question the teacher because the general culture places a high value on egalitarian interactions--*if this criterion is confusing, read through Jin and Cortazzi again*)
- How would you use this knowledge when teaching English to students from the learning culture you have described?

3. Adapt a mainstream lesson for English language learners: Take any content course unit designed for a mainstream audience and modify it to highlight the language and literacy features that you will need to emphasize so that your learners can process the lessons as effectively as their mainstream counterparts. Pay particular attention to how you might "recapitulate" mainstream learners' previous experience and background knowledge. Make sure that you are giving the learners sufficient practice and opportunity to actually use the language and skills you are teaching.

- Provide the complete lesson as it appears in the text and give a full bibliographic citation
- Specify the duration of the lesson and its context (lessons that precede and follow it)
- Identify both the intended mainstream audience and the ELL audience you are adapting the lesson for.
- Identify language elements that could be problematic for your learners
- Identify literacy elements where your learners would need additional scaffolding
- Identify elements in the lesson that are less essential which you might skip or go over in less depth (because your learners don't have any more time for this lesson than their mainstream counterpart and if you're taking time to scaffold literacy and language you'll need to leave something out)
- Describe tasks, exercises and practice you would use to help learners control the language elements
- Describe tasks, exercises and practice you would use to help learners control literacy elements

4. Real and Ideal Classroom Cultures: observe any language learning classroom and describe its structure (e.g. physical setting, seating arrangements, types of activities, "centeredness", teacher-student and student-student interactions, class rules), in terms of the four-part Scollon and Scollon model of discourse systems: (a) ideology (your values and beliefs about teaching, (b) socialization (how your students will learn to engage in the routines and practices you advocate), (c) forms of discourse (classroom routines, practices and activities—common procedural language) and (d) politeness systems (roles and duties of students, ways in which teachers and students and students and students appropriately interact). How does the "classroom culture" thus described affect learning? [NOTE: if you are using your own classroom, it would be useful to have a peer observe you teaching].

Having thus described the classroom discourse system, now describe how you would change this classroom culture to create your ideal classroom in terms of the same Scollon and Scollon 4 element model. Remember that classrooms, by nature, are interdiscourse systems (*i.e., teachers are a discourse community and students are*

another—none of us ever forget that in the classroom). Be sure to discuss how your system will be able to accommodate your students' classroom expectations.

To accomplish this project, it will be helpful to describe the following elements of both the actual classroom and your ideal "classroom culture" for this class:

- Describe student audience (e.g., age, educational background, L1s, classroom setting (e.g., ESL/EFL/ESOL?), reasons students are learning English).
- Describe the physical characteristics and features (e.g. posters, manipulatives) of the classroom.
- Describe the seating arrangement and the groupings for the activities engaged in
- Describe the types of activities carried out, classroom routines, and what seem to be regular teacher practices.
- Describe conventional procedural language (the language that teacher and students interact with (for giving directions, making request, asking for clarification) *NOTE: criteria 1-5 focus on "forms of discourse."*)
- Characterize the teacher-student relationship and the types of interactions they engage in.
- Characterize student-student relationships. (*criteria 6 & 7 are concerned with politeness systems*)
- Describe class rules and practices. (*a question of ideology-that is; beliefs and values*)
- Note the extent to which variability is highlighted, and ways in which student choice is permitted.

5. Scaffold someone in a task/skill/function (I think it makes sense that this activity be set up more as a tutorial/one-on-one experience).

- Describe the skill/function/task you intend to scaffold
- Describe the learner you are scaffolding (background Be sure you incorporate the steps noted in "Deep Scaffolding" (*see below*)).
- Understand, schooling, age, gender, and especially how the student's background experience might affect his/her success (e.g., does s/he have related skills or experience?). Design and describe your plan of instruction, paying particular attention to scaffolding routines or practices you are building in to more traditional modes of instruction. You must plan for at least three scaffolding sessions/lessons.
- Design a rubric in advance, so that you set your criteria of achievement before you begin to work.
- Keep notes to yourself as you go along (in order to have specificity when you're writing project report).
- Describe the scaffolding experience, particularly noting success and points where adaptations were needed (particularly, it will be important to identify when the learner is not doing what s/he could not do on her/his own).
- The skill does not necessarily have to be fully mastered, but it is important to note partial progress achieved. I will want to see evidence of your modeling your decision processes for your learner, and I will want to see evidence of your engaging in Socratic elicitation of learner knowledge and recasting/reframing learner contributions.

Steps in "Deep Scaffolding."

1. Model the knowledge or activity
2. Talk through the decision process while modeling*
3. Support the learner to do the knowledge or activity—through advice, through questions, through modeling and "positioning"—probably several times
4. Remove the support and check to see if the learner can do it
5. Allow the learner to talk about "doing it."

Examples of skill/tasks/functions that could be appropriately scaffolded:

Computer Application/Game Skills: apply a computer app (how to make a power point, a computer game)

Physical Skills: knitting, baking, roller skating, gymnastics routines, how to drive

Functions: how to order a meal in an L2; make an appointment in a L2, Introductions in an L2,

Conversation Management Skills: holding your turn, interrupting, advancing alternative suggestions

Interpersonal Skills: helping a NNES develop more effective oral communication skills

Academic Skills: how to write a particular genre of research paper (using one-on-one, hands-on approach),
Introduce a learner to conventional test taking skills, helping someone describe their student's target discourse

6. **Observe a classroom and use Cots and Diaz’s model (see a .pdf of the article under Bb “Additional Readings”) to determine the power relationship and attitudes toward lesson knowledge that the teacher talk indicates.**

RESEARCH MODEL DESCRIPTION: Cots and Diaz analyzed teacher talk (all language the teacher uses in class) to determine how the teacher perceived her/his relation to her/his students and to see how open-minded or dogmatic the teacher might be towards her/his knowledge of lesson content.

Relationships were determined by features such as the structure of classroom directions (e.g., a teacher often using "we/us/let's" would implicitly perceive her/himself as part of the class; where as a teacher using more imperatives or directions addressed to "you" would see her/himself as apart from the class.

Attitude towards knowledge is suggested by hedging statements (e.g., "I think that that is one good way to say it," vs. "This is the right way to say it," and is established to a large extent by the types of verbs that appear frequently. Someone who hedges when they impart knowledge might less confident about their knowledge, on the other hand some willingness to hedge may indicate a willingness to consider other possibilities. On the other hand, someone who states all knowledge as simple affirmative fact could be closed minded.

Cots and Diaz looked that these variables in terms of native and nonnative speaking English teachers (NNESTs) and one of their hypotheses was that NNESTs would tend to express themselves more as if they were part of the class whereas native English speaking teachers (NESTs) would not (a tendency which seemed to hold). Then they looked to attitude towards knowledge with the hypothesis that NNESTs might be more tentative in about their knowledge, but might be more open to alternatives (and the research was less clear here).

To me this model is interesting because if learning communities enhance learning, then it makes sense that teachers see themselves in the same discourse as their students, similarly, while we would not want to sound too tentative about our certainty of our knowledge, hedging WOULD indicate that (a) we are aware that with culture and language there are often many "right" answers, and (b) our openness to others contributions (which should encourage student participation).

Assignment Description

- Summarize what your research intends to reveal (based on Cots and Diaz’ analysis)
- State the research model you will use (I suggest having the Cots and Diaz article as an appendix, and then summarize their explanation of the research model—referring to the original article copiously to avoid having to paraphrase everything they have described).
- Observe and record the class (be that the teacher knows what you are doing, and that the teacher agrees to this (*I think you might even wish to share the results with the teacher*)).
- Transcribe the data
- Code the data according to Cots and Diaz’s model
- Present the data in appropriate tables.
- Interpret the results.
- In conclusion discuss the value and usefulness of the research method, limitations of your study and suggestions for further research.

7. Design a special cultural/pragmatic/language course syllabus

Create a syllabus for a cultural course to sit within the context of a language learning program and then fully develop one lesson from the syllabus. The course should be from 32 to 40 class hours in length. It could be either intensive (many hours a day over few weeks) or extensive (a few hours a week—e.g., 3-4, for several weeks). Following Kramsch’s description of different approaches to teaching culture (“Context and Culture in Language Teaching,” Oxford, 1993, p. 182-184), the instructional approach may be one of the following or a combination of some or all:

- (a) hermeneutic → Culture with a capital “C”; that is, the identifying intellectual features, values and beliefs of a culture as seen through its art, history, literature and philosophy
- (b) critical: rather than studying the characteristics of a particular culture, learning the models and strategies for cross-cultural analysis and adaptation; and practicing by comparing cultures
- (c) pragmatic: culture with a small “c” that is the sociocultural and pragmatic knowledge you need for daily interactions in the everyday world of that culture.

I would encourage to you assume intermediate to advanced proficiency in the target language for ease of discussing potentially complicated concepts. There are a number of student audiences for which such a course might be appropriate:

- American students preparing to visit/live in another culture where English is not spoken (obviously you would need to have a genuine knowledge of this language/culture (e.g., for AU Abroad or Peace Corps). We will assume that this course is within a broader program of study for this target language.
- International students doing a “cultural/linguistics sojourn” of 2 to 4 weeks in the U.S. (esp. the nation’s capital).
- A special “Western or U.S. Culture” course for English majors in an EFL country
- An “Introduction to College” summer orientation course for first generation college students from ESOL backgrounds.

This assignment should include the following elements:

1. An introduction that describes the student audience, their purpose for taking the course, the institutional context, and the format and sequencing of the course.
2. A rationale for the course structure (why you are studying the lessons you are studying in this particular sequence)
3. A syllabus that looks like a syllabus that includes: course description, course goals, course texts (at least generally), course assignments and grading system, class schedule (with topics by class) and one fully developed representative lesson (emphasize will be on providing the readings and materials and only enough description of lesson sequencing so that an experienced teacher (like your professor) would be able to teach the lesson after looking it over for 20 minutes or so. NB: If the language is one I’m not familiar with (and there will be many), you’ll need to provide marginal translations.
4. A reflection on the difficulty you encountered in designing the syllabus, including aspects that you believe you might need to modify after first piloting the course

Academic Integrity

All courses in the Department of Language and Foreign Studies adhere strictly to the Academic Integrity Code of American University: http://www.american.edu/handbook/policies_guidelines.htm#aic

Academic and Disability Support Services

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition Program resources, a wide range of services is available to support your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 201) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities.

Counseling Center (x3360, MGC 201) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 120) offers technical and practical support and assistance with accommodations for students with physical or psychological disabilities. If you have a disability and might require accommodations in this course, please notify me with a letter from DSS or LS early in the semester so that we can make arrangements to address your needs.

TESL-527, Cultural Issues in the ESL/EFL Classroom SP07 --CLASS SCHEDULE

A. INTRODUCTION

January 18: What is culture?

- History of the notion of “culture”
- Terms we need to talk about culture: discourse systems, educational cultures, utilitarian discourse system, literacy, different English teaching environments
- A sociolinguistic definition of “literacy” and notions of educational
- Administrative issues

READINGS (NEXT CLASS)

- Gee, *Situated Language and Learning, 1: Introduction. 7: Shape-shifting portfolio people, and 8: A final word: the content fetish*
- Roberge, *Generation 1.5 Immigrant Students* [Directly in Bb site Course Docs, not e-reserves]
- Garcia, C. “Pragmatics”
- Livingston, *Not All Who Wander Are Lost* (in Bb, “Additional Readings”)

January 25: Modern View of Culture Bought Home

- Who are you? (as you participate in academia); what is the new capitalism, how does it affect identities? Who are our learners—how did they get this way? How do we operate and succeed in the information age? How do we similarly prepare our students
- As time, terms for sociolinguistics—emic/etic, ethnography, register, speech acts, etc.,
 - **LAST DAY TO INDICATE STUDENT AUDIENCE FOR 1ST PROJECT**

READINGS (NEXT CLASS)

- Faltis, *Language and Literacy Socialization Practices*
- Gee, “*Situated Language and Learning: 1. Introduction and 2. A strange fact about not learning to read*”
- Pransky & Bailey, *To meet your students where they are, first you have to find them*

February 1: Why do we need to teach culture with language?

- What are the characteristics of a multicultural classroom? OF A MONOCULTURAL Classroom
- The essence of a multicultural approach to teaching
- Terms for sociolinguistics—emic/etic, ethnography, register, speech acts, paralinguistics,
 - **DEADLINE FOR FIRST C.A.P. ASSIGNMENT**

READINGS:

- Scollon, R. & S., chapter 1
- Barna, “*Stumbling Blocks in Intercultural Communication*”
- Stewart and Vailette “*The Whorf Hypothesis*”
- Pelo, A. & Pelojoaquin, K., “*Why We Banned Legos*” (an example activity for the exploration of privilege)

B. LOCATING CULTURAL INFLUENCES ON INTERPERSONAL INTERACTIONS

February 8: Understanding and manipulating stereotypes

- Perceptions, Beliefs and Assumptions
- Whorf-Sapir, Obstacles, Stereotype License
- Scollon and Scollon’s two rules of intercultural interaction
 - **DEADLINE FOR 1ST INSTRUCTOR MEETING ON FIRST PROJECT**
 - **DEADLINE TO INDICATE TOPIC FOR SECOND PROJECT**

READINGS (NEXT CLASS)

- Brady, “*Culture Shock; The Cause of Cultural Fatigue,*” “*Culture Shock and Self-Esteem,*” “*Skills for Cultural Adaptation*”
- [For NESTs] Snow’s “*Adapting to Your Host Culture*” from “*More than a Native Speaker*” (in Bb, “Add.Rdngs”)
- [for NNESTs] Megye’s “*Dark side of being a non-native*” from “*The Non-Native Teacher*” (in Bb, “Add.Rdngs”)
- Damen *Cross-Cultural Considerations in the Classroom* (pp. 299-319).
- Ruben, “*Human Communication and Cross-cultural Effectiveness*”
- Paulston, *Biculturalism: Some Reflections and Speculations*

February 15: Crossing Cultures

- Culture Shock
- Reverse Culture Shock and Language Ego and the influence of X-Cultural Motivation
- Can you be bicultural (in the same way one can be bilingual)?
- Characteristics of X-Cultural Effectiveness
- **DEADLINE TO CHECK IN WITH INSTRUCTOR ON SECOND PROJECT**
- **DEADLINE FOR THIRD C.A.P. ASSIGNMENT**

READINGS (NEXT CLASS)

--Scollon & Scollon 2 & 4

C. TOOLS FOR ANALYZING CULTURE (OR DISCOURSE SYSTEMS)

February 22: Analyzing culture—making sense of the evidence

--Grammar of Context and Discourse of Grammar

READINGS (NEXT CLASS)

--Chen and Starosta "Hall's Context Model"

--Samovar & Porter, "Context and Communication" pp. 175-177

---Damen, chp 10: "My Way, Our Way, Their Way: Cultural Values, Beliefs, and Assumptions"

March 1: Analyzing culture—conventional methods to examine cultural characteristics

--Value Clarification Activities

--Hi and Low Context Cultures

- **DEADLINE TO CHECK IN W/INSTRUCTOR A 2ND TIME ON 1ST PROJECT**
- **DEADLINE FOR SECOND C.A.P. ASSIGNMENT**

READINGS (NEXT CLASS)

--Scollon, R. & S., chapter 3

--"The Case of Kim, the Copy Boy"

--Ting-Toomey, "Facework Identity"

--Garcia, "Rules of Politeness"

--Scollon and Scollon pp. 106-110(stop at "Utilitarian Discourse System"), pp. 177-185 (stop at "The Corporate Discourse System")

March 8: Analyzing culture—what is polite behavior to whom? (3)

--Face/Politeness Systems

--Elements of Discourse Systems

READINGS (NEXT CLASS)

--Gee, *Situated Language and Learning: 6: Affinity Spaces*

--Scollon and Scollon (*on Utilitarian Discourse System*, pp. 110-134)

March 23rd: DEADLINE FOR SUBMISSION OF FIRST PROJECT

March 22: Analyzing culture—the discourse systems, affinity spaces, and an 800 lb gorilla

(If we don't want to make students "little Americans how can we still establish a discourse system for communication?).

--Components of Discourse Systems

--Discourse Systems vs. Affinity Spaces

--Is there any use to the Utilitarian Discourse System Model?

READINGS (NEXT CLASS)

--Garcia, *Grice's Theory of Implicature*

--Scollon, R. & S. chp. 7; & pp. 261-265 NB: these are 4 very important pages.

--Jin & Cortazzi, "The Culture the Learner Brings: a Bridge or Barrier"

--Samovar, Porter and Stefani, "Cultural Influences on Context: The Educational Setting"

--"NNESTS: More than Native Speakers" (PowerPoint file on Bb site--under Course Docs)

--Bell, J., *The Relationship Between L1 and L2 Literacy: Some complicating factors* (this is longish—it is recommended, but not required)

D. CULTURE IN (AND OF) THE CLASSROOM

March 29: Intercultural Communication Revisited; Educational Cultures -- NNESTs in EFL Settings

- **DEADLINE FOR THIRD C.A.P. ASSIGNMENT**

READINGS (NEXT WEEK)

--Scollon & Scollon 5

--Kaplan, R, *Cultural Thought Patterns in InterCultural Communication*

--Gee, *Situated Language and Learning: Chapter 3: Language and Identity at Home*

April 5: Contrastive Rhetoric and Classroom Expectations in conflict [instructor, TBA]

READINGS (NEXT WEEK)

--Kohl, H, *I Won't Learn from You: Thoughts on the Role of Assent in Learning*

--Kramsch, excerpts from Chapter 6 & 7 of "Context & Culture in Language Learning"

--Gee, *Social Literacies*, pp. 154-181

April 12: Classroom Expectations in Conflict (cont) and Creating Classroom Cultures

READINGS (NEXT WEEK)

--Gee, "Social Linguistics..." pp. 59-65; pp. 116-121, and 122-148

--Gee, *Situated Language Learning: Chapter 4: Simulations and bodies*

E. TEACHING CULTURE --AND-- TEACHING THROUGH CULTURE

April 19: Social Literacies and Discourse Learning/Acquisition

READINGS (NEXT WEEK)

--Faltis, "Facilitating Participation in Learning in Small Group Work"

-- *Situated Language and Learning, 5: Learning and Gaming*

--Kinsella, packets (**to be distributed in class**)

- **DEADLINE TO CHECK IN WITH INSTRUCTOR ON SECOND PROJECT**

April 26: Scaffolding Language and Literacy

- **DEADLINE FOR SECOND PROJECT SUBMISSION**

READINGS (NEXT WEEK)

[For all] Pally, M. "Sustaining Interest/Advancing Learning"

[FOR EAP TEACHERS] Carson, J., *Reading and Writing for Academic Purpose*

[FOR K-12 TEACHERS] Peregoy & Boyle, "Classroom Practices for English Language Instruction"

May 3: Teaching through Content

- **DEADLINE FOR FOURTH C.A.P. ASSIGNMENT**

Spring 2006, TESL.527: Cultural Issues in the ESL/EFL Classroom
Complete E-Reserve Bibliography + “Course Document” attachments
+ “External Links” links + hard copy handouts

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- Bell, J. (1995). *The Relationship between L1 and L2 literacy: Some Complicating Factors: TESOL Quarterly*, 29 (4), 687-704.
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- Damen, L. (1987). *My Way, Our Way, Their Way: Cultural Values, Beliefs, and Assumptions*. In *Cultural Learning: The Fifth Dimension in the Language Classroom*. (pp. 189-219). Reading, MA: Addison-Wesley.
- Damen, L. (1987). *Cross-Cultural Considerations in the Classroom: The Fifth Dimension in the Language Classroom*. (pp. 299-319). Reading, MA: Addison, Wesley.
- Dong, Y. R, (2004) *Getting at the Content* in *Educational Leadership*, 62 (4) December/January 2004/2005, pp. 14-19
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- Faltis, C. (2001). *Facilitating Participation in Learning During Small Group Work*. In ***Joinfostering: Teaching and Learning in Multilingual Classrooms*** (3rd ed.). (pp. 139-152). Upper Saddle River, NJ: Prentice-Hall.
- Garcia-Fernandez, C. (1999) *Grice's Theory of Implicature*. From a handout, ***TESOL Workshop*** for the 1999 Summer TESOL Institute Intensive Workshop, *Bringing Authentic Discourse to the ESL/EFL Classroom*, July 9-11, 1999.
- Garcia-Fernandez, C. (1999) *Rules of Politeness*. From a handout, ***TESOL Workshop*** for the 1999 Summer TESOL Institute Intensive Workshop, *Bringing Authentic Discourse to the ESL/EFL Classroom*, July 9-11, 1999.
- Gee, J.P. (2004) Learning by design: Games as learning machines, Interactive Educational Multimedia, number 8, pp. 15-23. <http://www.ub.s/multimedia>
- Jin & Cortazzi (1998). *The Culture the Learner Brings: a Bridge or Barrier?* In Byram & Fleming, (Eds.), ***Language Learning in Intercultural Perspective: Approaches through Drama and Ethnography***. (pp. 98-118). New York, NY: Cambridge.
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- Kinsella, K. (2004) *Strategies to Prepare Second Language Students for the Vocabulary Demands of a Challenging Curricula*, WATESOL Fall Convention Pre-Convention Institute workshop handout, October 8, Annandale, VA
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